Principal’s Report:

YEAR 5/6 CAMP – NARMBOOL HERE WE COME!
Just a reminder to Year 5/6 parents, that students will need to be at school at 7.45am on Tuesday. We will be leaving at 8am. Mrs Datson will be Acting Principal in my absence.

CURRICULUM DAY
In order for us to properly prepare for our school review, we have had Friday July 29 approved by School Council last night as our final Curriculum Day for the 2016 school year. On this day, staff will be reflecting on our achievements over the past four years and planning for the future to help inform the next strategic plan 2017-2020.

REPORTS
A couple of weeks ago we informed you that we were moving to a new reporting system, as the Education Department were no longer funding the existing one. We are currently using SENTRAL for a range of processes including tracking behaviours, academic achievement, attendance, etc. We will be using SENTRAL to generate reports. Like anything, change comes with working through some challenges. However, we are quite happy with the changes and believe the additional sections included will be well received.

Reports provide an outline of:
- your child’s progress
- level of effort and behaviour
- areas of achievement
- areas for improvement
- details of attendance

Previously we have included a statement about - what you as parents can do at home to support your child’s learning. Rather than writing generic statements, we felt that we could provide better information through additional supporting material which you will find accompanying the report. These flyers provide ideas of how you can assist in supporting your child’s literacy and numeracy skills at home.

Extras included in the report:
- Behaviour and effort shown for each subject area
- ‘Wellbeing page’ indicating how your child demonstrates a range of behaviours against a continuum – Needs Attention, Acceptable, Very Good & Excellent.
- Student comment – Your child’s reflection of Semester One pasted into the report.

This report is about your child and should be interpreted with the understanding that each child is an individual, unique in gifts, character, personality and ability and cannot be
compared with another. While looking at your child’s progress in curriculum areas is important, it is equally important to look at their behaviour and effort, as these are often predominates of success.

The reports will look as follows:

### English

**Achievements**

- has made great progress in all facets of Literacy this term. read and views different types of texts and is working towards understanding how they vary in either complexity and technically.
- can distinguish between the main ideas of a text and supporting details and can identify the differences between facts and opinions. In Speaking and Listening, is able to share his ideas and listen to others’ points of view.
- In Writing, has had some success with using graphic organisers to assist in planning to write and is developing his mastery of different genres, as seen in his poem.

**Future Learning / Next Steps**

- To maximise his learning, should:
  - ensure that he abides by all relevant rules when answering literal, inferential and evaluative questions about a text.
  - Begin writing tasks promptly and experiment with different sentence starters and vocabulary in his writing.

### Mathematics

**Achievements**

- is a positive and capable Mathematics student. He is an enthusiastic participant in mathematical games, particularly those involving place value concepts and times tables. has a good recall of three, four, five, ten and ten times tables and can identify and represent a half, third, quarter, fifth and sixth of a whole and a collection. He can use scaled instruments to measure length, perimeter and area and can recognise and describe the properties of many two dimensional shapes. He compares areas of regular and irregular shapes, using informal units and is developing his ability to accurately represent data in column graphs.

**Future Learning / Next Steps**

- To maximise his learning, should:
  - take care when undertaking tasks that require precision, such as constructing column graphs.
  - Practice his six, seven, eight, nine and twelve times tables at home.
  - Ensure that he undertakes tasks promptly and maintains his focus to complete them within a set time frame.

### Health and Physical Education

**Achievements**

- has an enthusiastic approach and works confidently in all aspects of Physical Education. Working together as a team has continued to be explored and - compiled several sessions dedicated solely to teamwork. He is a regular team member and works well with others.
- has worked hard to consolidate his fundamental motor skills especially his hopping, skipping, throwing and flexibility through our warm up program. He applies basic and complex motor skills to a game situation and good physical activity.
- understands factors relating to the safe conduct of a game; for example, space, available equipment, maintenance and rules. Did a fantastic job in the Inter-school netball. Excellent work.

### The Arts

**Achievements**

- is a talented artist and she always presents ideas in an interesting way in her work. She contributes interesting ideas to class discussions and has demonstrated excellent understanding of all concepts covered. can compare, using appropriate art terms, the ways artwork from different times and cultures use specific art elements, which she then experiments with doing in her own work. She is able to share ideas and generate her own ideas to create artworks. She needs to ensure she stays on task when working, rather than talking, so that she is able to complete tasks within given time constraints, as she has quite a lot of unfinished work. While posing up, does her bit so much extra.

### Japanese

**Achievements**

- Students want to know how to introduce themselves and ask questions to get more information in Japanese. displays a high level of language recognition skills and understands grammatical concepts promptly.
- display a talent ability to speak in Japanese when introducing herself e.g. “how do you do? My name is [name]. Nice to meet you!” In her work, has shown her understanding of Japanese cultural events, such as the Hiroshima and Nagasaki.”
RESEARCH ON EFFORT
Carol Dweck studied the importance of encouraging effort. Working with a group of middle school students, Dweck and her team researched the impact on learning and motivation when students were praised for working hard versus being praised for being smart. Students who were praised for being smart tended to take fewer risks, were easily frustrated with challenges, and even considered cheating. Those who were praised for working hard, however, persevered during challenges and were more likely to reflect on improvements they could make in the future. As we mentioned last week, this is all part of having a growth mindset. Those with a growth mindset believe that intelligence can be improved through practice, hard work, and confidence in one’s own ability.

https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/8/Teaching-the-Importance-of-Effort.aspx

TIPS FOR USING PRAISE, ENCOURAGEMENT AND REWARDS
Some great tips from: http://raisingchildren.net.au/articles/praise_and_encouragement.html

- **When you feel good about your child, say so.** See if you can give your child some words of encouragement every day. The small things you say can build up over time to have a big effect on your child.

- **Describe what it is that you like.** This is called ‘descriptive praise’. When you say exactly what you’re happy about, your child knows what you mean. For example, ‘I like the way you’ve organised your room. You’ve found a spot for everything’ or ‘I love the picture you drew. You really know how to put colours together’. And describing what you like is much more genuine and convincing than vague praise such as ‘You’re a good boy’.

- **Praise your child for their strengths.** Children have their own unique set of strengths (and weaknesses). Try to appreciate your child’s good points. Try to avoid comparing one child to another, because this can lead to feelings of resentment or create unrealistic expectations.

- **Encourage good behaviour with praise, rather than pointing out the bad.** This means trying to do more praising than criticising.

- **It takes a lot of praise to outweigh one criticism.** Experts suggest trying to praise children six times for every one time you criticise them.

- **Look for little changes and successes.** If you wait until your child has done something perfectly to give a compliment, you might find yourself waiting forever.
• **Accept that everyone’s different, and love those differences.** Encourage each child to develop and feel excited about particular interests. Help your child develop a sense of pride and confidence in their choices or activities.

• **Surprise your child with a reward for good behaviour.** For example, ‘Thanks for picking up the toys – let’s go to the park to celebrate’ or ‘Thanks for helping me prepare dinner. You can choose what we have for dessert’.

• **Praise effort as well as achievement.** Recognise and praise how hard your child is trying – for example, ‘You worked really hard on that essay’ or ‘Thank you for remembering to hang your coat on the peg’.

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**STRATEGIC PLAN – GET INVOLVED – HAVE YOUR SAY!**

In order to gather more parent input, I am placing the questions Carolyn and I presented at last Monday’s community forum in this newsletter and also online via Survey Monkey. We would really appreciate your thoughts and ideas. There are only 4 questions areas which shouldn’t take longer than 15mins to answer. A separate invitation will be sent to those parents that receive the newsletter via email. If you are interested in participating please complete either the questions attached to this newsletter or via the email link, which will be sent separately.

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**WORKING WITH CHILDREN CHECK (WWCC)**

We really appreciate having parent involvement at school but need to advise the correct protocol. Any adult assisting in classrooms, on excursions or at special school events like camps, sports days, disco nights etc are required to hold a valid working with children check (WWCC). A volunteer WWCC is available without cost, it involves an online application, an appointment at a participating Australia Post outlet to finalise some identity documents and generally takes 2-3 weeks to process. Further details can be found on the link below:  

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**DATES TO REMEMBER:**

- **Monday June 13:** Queens B’day Public Holiday. No students required at school.
- **Monday June 20:** End of term awards assembly will be held at 9am. It is always a great way to celebrate student achievement and we hope that you can come along and join us.
- **Friday 24 June:** Final end of term assembly at 2.15pm. Students are dismissed at 2.30pm.
- **Friday 27 July:** Curriculum Day
- **Thursday 1 September:** School Production Night

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**LET’S CELEBRATE**

- A fantastic school disco last Friday – thanks to our PA and all the parent volunteers. Check out the pics on page 10.
- 4 more sleeps to Year 5/6 camp!
- 2 more sleeps to a long weekend! Yay for the Queen!

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**Sharon**

Sharon Reiss-Stone
Principal

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A big thanks to Tanna and Ryiah Sawford and their family for the wonderful gift of seven Bill Peet books for our school library.

Grandparents of Tanna and Ryiah – Jim and Judy Sawford, visited us for the Grandparents Morning Tea. On hearing that we were learning about the environment Jim mentioned the picture story books of Bill Peet (American children’s book illustrator and a story writer for Disney Studios) and in particular ‘The Wump World’- a book designed to raise awareness of environmental problems.

Again thank you for your generous gift from all of us at Mt Waverley Heights!
### Awards

**Issued 6 June 2016**

<table>
<thead>
<tr>
<th>Class</th>
<th>Student</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>OOD</td>
<td>Elias A</td>
<td>For learning his magic 100 words to move onto the Green list and progressing with his reading.</td>
</tr>
<tr>
<td>12A</td>
<td>Adam T</td>
<td>For using reading strategies he has learnt to help him attempt new words with great confidence. Well Done.</td>
</tr>
<tr>
<td>12M</td>
<td>Theo R</td>
<td>For thinking through known reading strategies when reading a new text.</td>
</tr>
<tr>
<td>34J</td>
<td>Jack P</td>
<td>For using past knowledge to solve mathematics problems. Well done Jack!</td>
</tr>
<tr>
<td>34S</td>
<td>Kieren P</td>
<td>For accessing his prior knowledge during class discussion and broadening the dialogue.</td>
</tr>
<tr>
<td>56D</td>
<td>Katerina P</td>
<td>Applying knowledge of mathematical strategies to solve multiplication problems.</td>
</tr>
<tr>
<td>56H</td>
<td>Musti S</td>
<td>For looking for opportunities to activate his prior knowledge during maths.</td>
</tr>
</tbody>
</table>

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**Artist of the Week:**

**Tiare in Prep D!**

Tiare has mixed blue and yellow paint together to make a range of greens for his tree and grass in this painting. He used a cotton bud to create the effect of leaves falling down, as well as other methods of applying the paint. The Preps have been learning about colour this term while painting and printing. Some of their brilliant work is on display opposite the Art room. Fantastic effort, Tiare!

-Mrs Geddes
Assistant Principal’s Report:

**Curriculum Update**

We have been using Sentral to record attendance, assessment and monitor student wellbeing. Sentral is an online school management system which allows us to perform a variety of actions all in the one place. Teachers use Sentral to mark the roll, record any time you are late to class or leave class early, record grades, produce a variety of reports and post daily notices. We believe Sentral will be a positive tool for us to use as it has the capacity to facilitate communication between parents, staff and students further in the future.

Another benefit of Sentral is the ability to give parent’s access to the Parent Portal. We are very excited about launching this portal as another communication tool. We will use this portal for parents to book Parent/ Teacher Interviews early next term but it in the future we hope to do a lot more on the portal! Over the next few weeks you will receive a letter about registering to use the Parent Portal. You MUST register to use Sentral and to have access to the Parent Portal.

Over the next couple of weeks:

- A letter will be distributed outlining how to register for the Parent Portal, all you need is an email address
- The letter will have a unique family access code to use when registering
- It is essential that all parents register so that you will have access to the portal, please let us know if you require assistance with registering (eg if you do not have access to the internet)
- Parent teacher interviews will be conducted in early Term 3 – Once registered we will notify you as to when bookings will be open on the portal.

**PHYSICAL EDUCATION NOTES**

- Well done to the interschool sport teams this term. You all did a wonderful job representing MWHPS, you should be very proud
- A MASSIVE thank you to the parent helpers this term, we couldn’t do it without you!
- If you are interested in assisting with sport in Term 3, please let me know.

Thanks

Carolyn

This week’s eSmart focus is about cyberbullying. This fact sheet gives you an idea of what it is, what to look for and more importantly where to get help.